


This book follows the jobs and hobbies of a family of women who each wear a hijab in their own way. The different activities shown during the story provide chances to talking about word relations and definitions.

Useful Words: bright, fearless, tumble

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES
<p>COMMUNICATE </p> <p>Children will:</p> <ul style="list-style-type: none"> ◆ Demonstrate an increasingly sophisticated understanding of words and word categories with support 	<p>Teachers will:</p> <ul style="list-style-type: none"> ◆ Draw attention to word relations ◆ Provide child-friendly definitions

TEACHING TIP

When we provide children with rich language and learning experiences, we are building their vocabulary. With time and intentional interactions, we can expand the basic words children know and use to more sophisticated and content-specific words. We can also begin to draw comparisons between words to showcase how they are related. By connecting words through their categories, opposites, and similarities, words take on new and deeper meanings. Over time, these words become part of child’s “expressive vocabulary” – the words children can use themselves.

1. INTRODUCE

- ◆ “People in this book wrap their hair in a scarf called a hijab. Wrapping means folding or curling something up. We’re going to find other words in this book, *Under My Hijab*. Let’s think about some of these words together.”

2. READ THE BOOK

- ◆ Pause occasionally to label to word relationships by discussing similarities, categories, or details.
- ◆ Elaborate on these relationships by providing examples.

Draw Attention to Word Relations		
<p>Read: “Her <u>bright</u> pink hijab looks so cheerful tucked into her tidy white coat.”</p> <p>Label: “Her hijab is <u>Bright</u>. <u>Bright</u> is when something is light and noticeable, instead of dark or dull.”</p> <p>Elaborate: “The pink hijab is <u>bright</u> and stands out. It’s one of the first things I see when I look at this page.”</p>	<p>Read: “Jenna’s our <u>fearless</u> troop leader.”</p> <p>Label: “<u>Fearless</u> is a kind of emotion where you are not afraid, like when you feel brave.”</p> <p>Elaborate: “Jenna might be <u>fearless</u> because she is leading them through the woods.”</p>	<p>Read: “My cousin’s curls <u>bounce</u>, <u>jump</u>, and <u>tumble</u> as we put on our own private show.”</p> <p>Label: “<u>Tumble</u>, <u>bounce</u>, and <u>jump</u> all mean similar things – it’s when something is going up and down.”</p>

3. REVIEW

- ◆ “We heard a lot of words today that told us about this story, like bright, fearless, and tumble. We used the words we already know to help us understand new words that we’re learning.”

4. KEEP IT GOING

- ◆ Find creative ways to bring attention to the relations between words. You can create word walls, where you and children can group words into different categories. You can also print out large words in different colors corresponding to opposites and synonyms for children to manipulate and experiment with. It can be helpful for words to be paired with pictures or icons, so that all children can participate with your support. Be sure to use these words in your activities and daily conversations as well!